

Inspection of Coomb Briggs Primary School

Roval Drive, Immingham, Lincolnshire DN40 2DY

Inspection dates: 10–11 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Pupils care for and respect each other. They told inspectors that they were proud to come to school and enjoy their learning. Pupils are polite and hard working.

Pupils say they feel safe. They say that there is no bullying. They feel that if it did happen, it would be dealt with swiftly. Pupils know that all the staff care about them.

Pupils are happy to come to school. Teachers make lessons interesting and help pupils do their best. Pupils are particularly keen to take part in the wide range of sporting clubs and competitions on offer at the school.

Staff expect pupils to work hard. Teachers make sure that every pupil knows the basics of reading, writing and mathematics well.

Pupils are confident when talking to visitors. The inspection team was made to feel most welcome by all members of the positive community.

What does the school do well and what does it need to do better?

The headteacher and staff have worked hard to review and improve the school's curriculum. The recent changes ensure that most subjects are carefully planned and well delivered. Staff order pupils' learning well to ensure they learn the right knowledge at the right time. For example, in mathematics, teachers make sure that pupils can apply what they have studied before moving on to the next topic. Pupils are not always clear how their learning in other subjects and topics can link and help them to remember more.

History teaching is well planned. Pupils are knowledgeable about the history curriculum. They told us that they loved going on a school trip to Eden Camp, a modern history theme museum. This 'wow day' sparked pupils' interest in studying World War Two. This work continued in school over a series of lessons. One pupil told us that living through the Blitz must have made children and adults feel shocked, scared and angry. The history curriculum helps to develop pupils' curiosity and empathy.

The top priority for leaders and staff is to teach pupils to read confidently and fluently. Leaders have reviewed how reading is taught across school and this has led to improvements. Reading is mostly taught well, and pupils make good progress. However, leaders have not made sure that Reception teachers build on the sounds that children already know. Older pupils put their reading skills to great use. They love reading. One pupil commented that, 'It is exciting to share books because it inspires others.'

In the Reception class, staff provide children with many activities to help their

development. Children listen carefully and follow instructions. They learn to take turns, for example, by parking toy vehicles in correctly numbered parking spaces. At times, teachers' expectations of what children can achieve are too low. As a result, children do not get off to a good start. Some children in Reception are not well prepared for the demands of the curriculum in Year 1.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). These pupils are fully involved in lessons. They are well supported by teaching assistants who know them well. The special educational needs coordinator oversees the work of teachers and teaching assistants to ensure that pupils with SEND are well supported.

All staff have high expectations of pupils' behaviour and attitudes to learning. Pupils settle to work quickly with little fuss. This is because they are interested and curious learners.

Teachers and leaders provide pupils with a wide variety of experiences. These also include a range of after-school clubs. Pupils say they enjoy taking part in sporting competitions. Staff and pupils are rightly proud of their platinum award for sporting success. Leaders have reviewed the provision to support pupils' personal development. They recognise that although pupils study several religions, pupils are not always clear about the similarities between those religions and cultures.

Governors are experienced and know the school well. They work with leaders to ensure that the school is managed effectively. Leaders, including governors, know that the monitoring of the curriculum subjects is important. They are beginning to do this and have plans for this to continue.

Safeguarding

The arrangements for safeguarding are effective.

Checks on staff are conducted well before they start work at the school. All staff are well trained to spot and report any concerns they have. Leaders use this information to get families the help they need. Staff have good partnerships with families and outside support agencies. They know pupils very well and take prompt action when they have concerns. This makes sure families get any help they need.

Pupils say they feel safe in school and the clear majority of parents and staff agree. Staff teach pupils how to keep themselves safe both in school and at other times. Pupils learn how to stay safe when using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are not always clear about how their learning in other subjects, and across topics can connect, and how this can help them to remember more. Leaders should make sure that the sequenced planning they have developed across all subjects and topics results in pupils remembering more. Leaders, including governors, should monitor these changes carefully to make sure that these changes continue to improve teaching and learning. It is clear from the intentions of leaders, and from the work that has taken place so far, that they are in the process of bringing this about.
- Not enough children are well prepared for starting the Year 1 curriculum. Leaders need to implement their plans to improve the quality of the early years' curriculum. They should ensure that there is continuity of the curriculum between Reception and key stage 1 so that more children are ready for the demands of Year 1. Teachers should raise their expectations of what children can achieve from the time they start at the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117907
Local authority	North East Lincolnshire
Inspection number	10110632
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Valerie Crosby
Headteacher	Helen Redmond
Website	www.coombriggsprimary.co.uk
Date of previous inspection	6 June 2018

Information about this school

- The headteacher took up post in January 2018.
- The large majority of pupils are White British.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils receiving support for SEND is broadly in line with the national average.
- The school runs a breakfast club.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher and other school leaders, including the early years leader and the special educational needs coordinator. We met with representatives of the governing body and held a separate meeting with an officer from the local authority.
- The inspection focused deeply on reading, mathematics, science and history. We met subject leaders for these subjects and undertook joint visits to observe

learning. We also talked to pupils and teachers and looked at pupils' books. All other subjects were considered as part of the inspection.

- Inspectors reviewed leaders' checks on the suitability of staff to work with children. We looked at attendance information, behaviour logs and safeguarding records. We held discussions with senior leaders about safeguarding.
- Inspectors spoke informally with pupils and observed their behaviour at various times during the day, including breaktimes and lunchtimes and in the breakfast club.
- Inspectors met several parents at the start of the day, to gain their views of the school. We reviewed 19 responses to the online survey, Parent View, and 11 additional free-text comments. We also took account of 29 responses to Ofsted's online questionnaire for staff.

Inspection team

Peter Heaton, lead inspector

Ofsted Inspector

Mike Smit

Ofsted Inspector

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